WRITING ASSESSMENT PROGRAM 1988

PRELIMINARY REPORT
GRADE 4 TEST DATA
ENGLISH LANGUAGE SCHOOLS

Manitoba
Education

89-01483/

MANITOBA WRITING ASSESSMENT 1988

GRADE 4

PRELIMINARY REPORT

ENGLISH LANGUAGE SCHOOLS

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
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PREFACE

This Preliminary Report is the first of three reports on the findings of the 1988 Writing Assessment. It contains a summary of student performance for the provincial sample as a whole. No individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. As well, this report will include analyses of the comparison testing and the teacher questionnaire. A Summary Report will also be prepared for wider dissemination than the Final Report.

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CHAPTER 1

TEST CONTENT AND SCORING

The 1988 grade 4 Writing Assessment test was administered throughout the province during the first two weeks of May, 1988. A systematic random sample of 4% of all students enrolled in grade 4 Language Arts was drawn. The returned sample totalled 467 test papers.

The test consisted of two writing tasks. The first task, Story Writing, required students to construct a story around the event of finding a box on the way to school. The second task, Report Writing, required students to write a report on an animal on the basis of research they had already done.

Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score) and Analytic Marking Scales (nine scores). Thus, each student paper was assigned ten different scores for each written product.

General Impression Marking (GIM) is a judgement about the overall quality of a student's writing, given the purpose of the writing, the audience to which the writing was addressed, and the performance expectations at that grade level. Each written product from each student was read quickly by two different raters for a general reaction. Each rater assigned a score of 1 (low) to 6 (high). (Zero was assigned if there was insufficient material on which to base a judgement.) If the scores of the two raters did not differ by more than one point, the two scores were added together to give a final GIM score.

If the scores of the two raters did differ by more than one point, the paper was read for a third time by an adjudicator. (Adjudicators were scorers chosen because of their experience in doing this type of marking.) In the adjudicated cases the final GIM score was obtained by applying the following rules:

(1) If the adjudicator's rating was midway between the first two ratings, then the adjudicator's score was added to the average of the first two scores.

(2) Otherwise, the adjudicator's score was added to the closer of the other two scores.

Like general impression marking, the Analytic Scales are quick, qualitative judgements about the effectiveness of a piece of writing. Analytic Scales, however, are measures of the effectiveness of particular qualities of a paper. For the provincial writing assessment, nine different qualities were selected for testing:

1. Organization and Sequence
2. Wording and Style
3. Focus or Theme
4. Ideas
5. Choice of Details and Elaboration of Ideas
6. Sentence Structure
7. Usage
8. Punctuation and Capitalization
9. Spelling

A paper was assigned a score between 1 (low) and 6 (high) for each of the nine qualities. Zeros were assigned if there was insufficient material on which to base a judgement.

CHAPTER 2

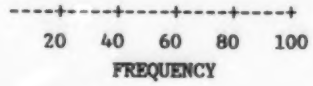
RESULTS OF STORY WRITING

This chapter presents a summary of the scores assigned on the story writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 3 contains four sample stories along with the marks assigned by the provincial scorers.

General Impression Marking

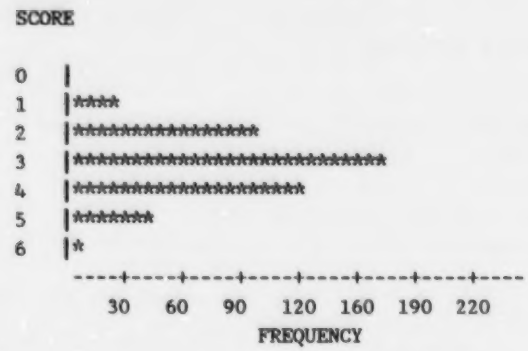
G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|	2	2	0.4%	0.4%
1	|*	4	6	0.9	1.3
2	|****	19	25	4.1	5.4
3	|*****	23	48	4.9	10.3
4	|**********	47	95	10.1	20.3
5	|************************	95	190	20.3	40.7
6	|************************	93	283	19.9	60.6
7	|*******************	75	358	16.1	76.7
8	|************	52	410	11.1	87.8
9	|*******	28	438	6.0	93.8
10	|****	19	457	4.1	97.9
11	|**	8	465	1.7	99.6
12	|	2	467	0.4	100.0



Mean: 6.05
Standard Deviation: 2.11

Analytic Marking

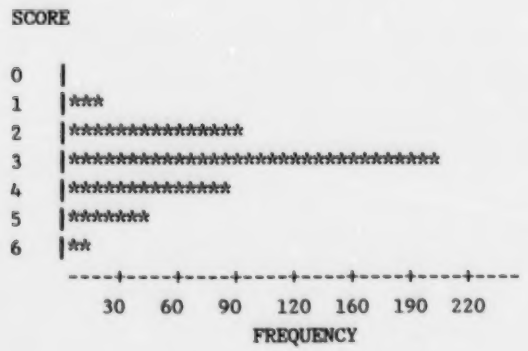
1. ORGANIZATION AND SEQUENCE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6
1	28	31	6.0	6.6
2	96	127	20.6	27.2
3	173	300	37.0	64.2
4	120	420	25.7	89.9
5	40	460	8.6	98.5
6	7	467	1.5	100.0

Mean: 3.13
Standard Deviation: 1.11

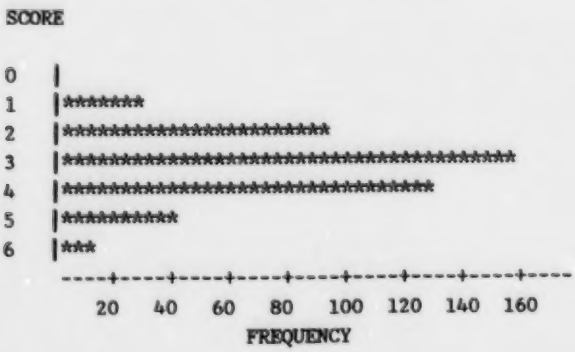
2. WORDING AND STYLE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	4	4	0.9%	0.9%
1	22	26	4.7	5.6
2	93	119	19.9	25.5
3	206	325	44.1	69.6
4	88	413	18.8	88.4
5	41	454	8.8	97.2
6	13	467	2.8	100.0

Mean: 3.13
Standard Deviation: 1.11

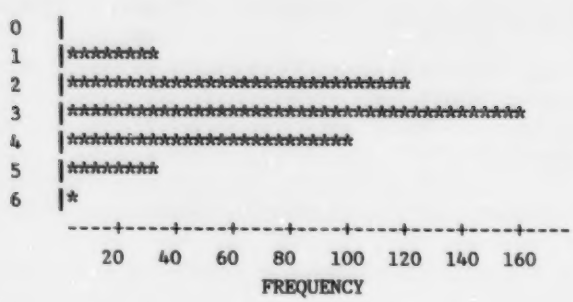
3. FOCUS OR THEME



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6%
1	31	34	6.6	7.3
2	93	127	19.9	27.2
3	156	283	33.4	60.6
4	131	414	28.1	88.7
5	41	455	8.8	97.4
6	12	467	2.6	100.0

Mean: 3.18
Standard Deviation: 1.16

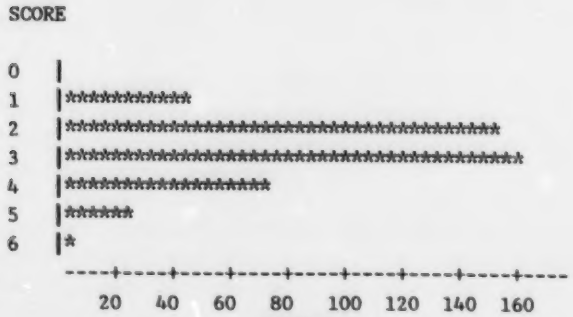
4. IDEAS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6%
1	37	40	7.9	8.6
2	121	161	25.9	34.5
3	163	324	34.9	69.4
4	103	427	22.1	91.4
5	34	461	7.3	98.7
6	6	467	1.3	100.0

Mean: 2.97
Standard Deviation: 1.12

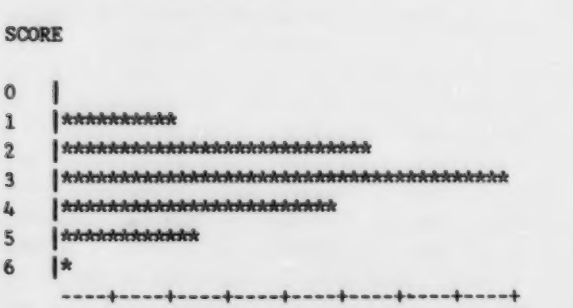
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6%
1	45	48	9.6	10.3
2	153	201	32.8	43.0
3	160	361	34.3	77.3
4	72	433	15.4	92.7
5	27	460	5.8	98.5
6	7	467	1.5	100.0

Mean: 2.78
Standard Deviation: 1.12

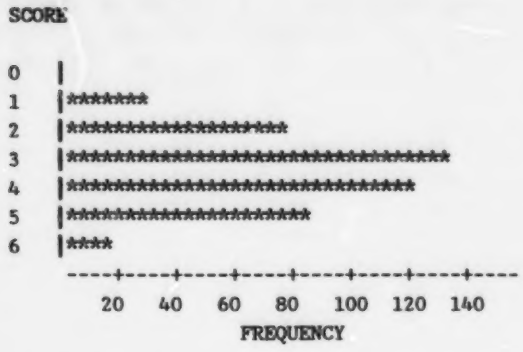
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6%
1	43	46	9.2	9.9
2	111	157	23.8	33.6
3	156	313	33.4	67.0
4	96	409	20.6	87.6
5	51	460	10.9	98.5
6	7	467	1.5	100.0

Mean: 3.03
Standard Deviation: 1.20

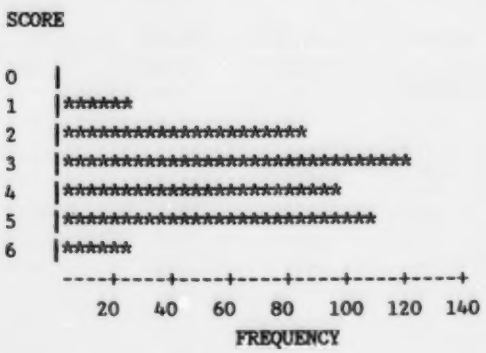
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6%
1	28	31	6.0	6.6
2	79	110	16.9	23.6
3	135	245	28.9	52.5
4	120	365	25.7	78.2
5	85	450	18.2	96.4
6	17	467	3.6	100.0

Mean: 3.42
Standard Deviation: 1.27

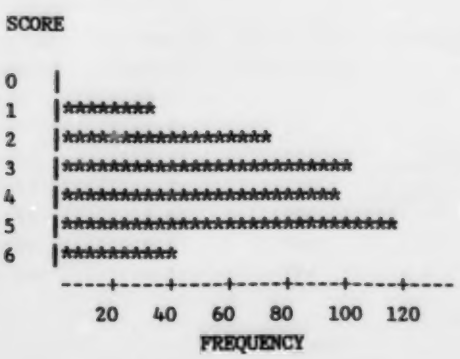
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	0.6%	0.6%
1	25	28	5.4	6.0
2	84	112	18.0	24.0
3	122	234	26.1	50.1
4	96	330	20.6	70.7
5	111	441	23.8	94.4
6	26	467	5.6	100.0

Mean: 3.54
Standard Deviation: 1.35

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	4	4	0.9%	0.9%
1	35	39	7.5	8.4
2	75	114	16.1	24.4
3	100	214	21.4	45.8
4	96	310	20.6	66.4
5	116	426	24.8	91.2
6	41	467	8.8	100.0

Mean: 3.63
Standard Deviation: 1.46

CHAPTER 3

SAMPLES OF STORY WRITING

This chapter contains four sample products on the story writing task. This task required students to construct a story around the event of finding a box on the way to school. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 2 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

The Gold Necklace

As I left home one morning for school I found a box. There was a letter tied to the box. I read it, and this is what it said: Open this box. There is a map in side.

So I opened the box. True, there was a map inside. I was exited! On the map were pictures of, trees, rocks, and dots. Then I saw a big red X. I thought to myself, "X must mark the spot. But what's at the X?" I thought I should follow the map. I did.

As I walked along I pasted a big oak tree. I stopped. The map said there should be a letter. But where was it? I looked and I looked. Then I saw it in a high branch. Way to high for me to reach. So I got a long branch and got it down. The letter said: "You are one step past the test. You have one more test."

So it was a test! I wondered what the next letter said. I kept on going.

It felt like hours before I got to the next letter. It was under a rock. I opened it. It said: "You are almost at the red X. You will find something in anther box. Good luck!

So I ran and ran till I came to a little wood box. I carefully opened it. I was afraid the lid would fall off, and it did. I giggled. Inside there was a letter, it said: "The gift is made of gold. Keep it always."

I wondered what it could be? I lifted the letter out. There was a GOLD NECKLACE! I was so happy! I put it around my neck. Then I looked at my watch. I had five minutes to get to school before the first bell! I re-traced my steps till I got home then I ran to school and got there right on time for the second bell. I think the necklace is a good luck charm!

The end!

GENERAL IMPRESSION MARK = 11

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	5
3.	Focus or Theme	6
4.	Ideas	5
5.	Choice of Details/Elaboration	6
6.	Sentence Structure	5
7.	Usage	6
8.	Punctuation and Capitalization	6
9.	Spelling	5

SAMPLE 2

A New Present!

As I left home one morning for school I found a box. It was by the street.

It was a little worn out and it was also red...and... and it...was..MOVING!

I heard a noise it went hiss..hiss. I was scared! I stared at it, then I went closer. All of a sudden I picked it up and kept on to school.

When I was walking a little white pershoin kitten peeked it's head out of the box. I almost jumped! I put it's head back into the box.

I sneeked into school. When I was doing my book report the kitten started moewing. EVERYONE stared at me! I grabed my box and ran out of class. I ran right out side! I sat under a tree and took out the kitten. It had little pink ears. Also, it looked scared. I put it back in the box and went home.

I got home. Then I gave the kitten something to eat. Soon my sister came home from school also my mom came home from work! I asked mom if I could, well mabey you can say I begged her to keep the kitten. She thought it was cute too, so she said, ... "YES"! I jumped for joy! Not onley did I have a new pet, I will have lots of FUN!

GENERAL IMPRESSION MARK = 7

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	3
3.	Focus or Theme	3
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	3
7.	Usage	3
8.	Punctuation and Capitalization	4
9.	Spelling	4

SAMPLE 3

The Box

As I left home one morning for school I found a box. The box was all dirty with the initials DM on it. It's my school box I lost last month. I looked inside can you believe it my glue was gone. I was mad and I had to find my glue. I searched the town for clues and I found one.

Tefty Touie has been smuggling glue to taiwan and selling it to merchants to glue their vases back together. So I went to taiwan and searched for Touie. I found out where the operation was talking place I caught Touie and got an award.

GENERAL IMPRESSION MARK = 6

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	3
3.	Focus or Theme	3
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	3
7.	Usage	4
8.	Punctuation and Capitalization	3
9.	Spelling	5

SAMPLE 4

The Box

As I left home one morning for school I found a box. It was a red box.

So I took the box to the police And the police said that they would go and see the box

So I went home.

And I told my mom.

How that sent them off there sets. So I started to laugh at them. They asked why are you laughing. The police found the box. And I got a hundred dollars And that was the end.

GENERAL IMPRESSION MARK = 2

ANALYTIC SCALE		MARK
1.	Organization and Sequence	1
2.	Word Choice	1
3.	Focus or Theme	1
4.	Ideas	1
5.	Choice of Details/Elaboration	1
6.	Sentence Structure	1
7.	Usage	4
8.	Punctuation and Capitalization	3
9.	Spelling	5

CHAPTER 4

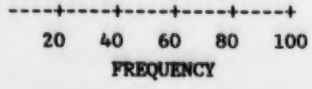
RESULTS OF REPORT WRITING

This chapter presents a summary of the scores assigned on the report writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 5 contains four sample reports along with the marks assigned by the provincial scorers.

General Impression Marking

G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	10	10	2.1%	2.1%
1	*	4	14	0.9	3.0
2	*****	22	36	4.7	7.7
3	******	26	62	5.6	13.3
4	**************	59	121	12.6	25.9
5	*******************	76	197	16.3	42.2
6	*************************	97	294	20.8	63.0
7	**************	55	349	11.8	74.7
8	************	45	394	9.6	84.4
9	*********	39	433	8.4	92.7
10	*****	23	456	4.9	97.6
11	**	9	465	1.9	99.6
12		2	467	0.4	100.0



Mean: 5.94
Standard Deviation: 2.37

Analytic Marking

1. ORGANIZATION AND SEQUENCE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	9	9	1.9%	1.9%
1	********	32	41	6.9	8.8
2	********************************	122	163	26.1	34.9
3	**************************************	162	325	34.7	69.6
4	**************************	96	421	20.6	90.1
5	**********	43	464	9.2	99.4
6		3	467	0.6	100.0

20 40 60 80 100 120 160
FREQUENCY

Mean: 2.95
Standard Deviation: 1.16

2. WORDING AND STYLE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	9	9	1.9%	1.9%
1	******	25	34	5.4	7.3
2	**********************	85	119	18.2	25.5
3	**	177	296	37.9	63.4
4	******************************	111	407	23.8	87.2
5	************	51	458	10.9	98.1
6	**	9	467	1.9	100.0

20 40 60 80 100 120 140 160 180
FREQUENCY

Mean: 3.17
Standard Deviation: 1.18

3. FOCUS OR THEME

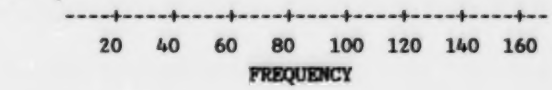
SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	9	9	1.9%	1.9%
1	***	15	24	3.2	5.1
2	**********	62	86	13.3	18.4
3	**	179	265	38.3	56.7
4	******************************	112	377	24.0	80.7
5	********************	72	449	15.4	96.1
6	****	18	467	3.9	100.0

20 40 60 80 100 120 140 160 180
FREQUENCY

Mean: 3.41
Standard Deviation: 1.21

4. IDEAS

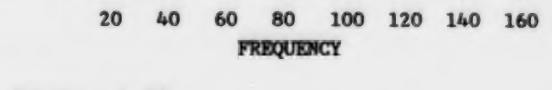
SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	44	53	9.4	11.3
2	95	148	20.3	31.7
3	169	317	36.2	67.9
4	88	405	18.8	86.7
5	51	456	10.9	97.6
6	11	467	2.4	100.0



Mean: 3.03
Standard Deviation: 1.26

5. CHOICE OF DETAIL/ELABORATION

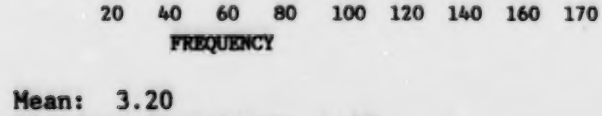
SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	51	60	10.9	12.8
2	139	199	29.8	42.6
3	136	335	29.1	71.7
4	75	410	16.1	87.8
5	48	458	10.3	98.1
6	9	467	1.9	100.0



Mean: 2.85
Standard Deviation: 1.28

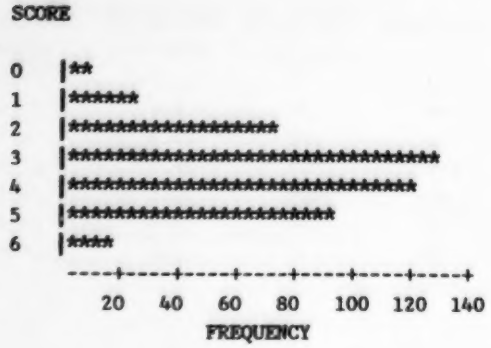
6. SENTENCE STRUCTURE

SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	31	40	6.6	8.6
2	70	110	15.0	23.6
3	174	284	37.3	60.8
4	121	405	25.9	86.7
5	56	461	12.0	98.7
6	6	467	1.3	100.0



Mean: 3.20
Standard Deviation: 1.19

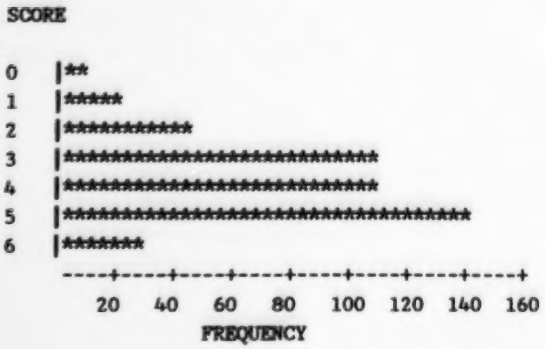
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	24	33	5.1	7.1
2	75	108	16.1	23.1
3	129	237	27.6	50.7
4	120	357	25.7	76.4
5	94	451	20.1	96.6
6	16	467	3.4	100.0

Mean: 3.44
Standard Deviation: 1.31

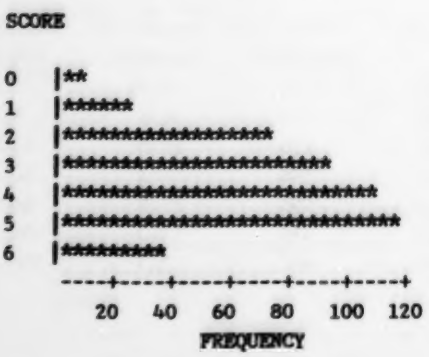
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	21	30	4.5	6.4
2	45	75	9.6	16.1
3	108	183	23.1	39.2
4	110	293	23.6	62.7
5	143	436	30.6	93.4
6	31	467	6.6	100.0

Mean: 3.80
Standard Deviation: 1.37

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	1.9%	1.9%
1	26	35	5.6	7.5
2	74	109	15.8	23.3
3	93	202	19.9	43.3
4	108	310	23.1	66.4
5	119	429	25.5	91.9
6	38	467	8.1	100.0

Mean: 3.66
Standard Deviation: 1.45

CHAPTER 5

SAMPLES OF REPORT WRITING

This chapter contains four sample products on the report writing task. This task required students to write a report on an animal on the basis of research that they had already done. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 4 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

The Mountain Lion

Did you know that the Mountain Lion has so many names. It is called the cougar, puma, panther, catamount and others.

An adult Mountain Lion's color is tawny. A Mountain Lion does not have spots. In this way it is different from the jaguar. Some Mountain Lions are all black. A full grown Mountain Lion is five feet long, not counting the tail which is two to three feet long. The throat, the insides of the legs and the belly are white.

Mountain Lions used to live in Canada and the United States. When settlers moved in they drove the animals away. Today they live in Canada, United States, Mexico and Central America.

Mountain Lions have one to five cubs, generally two years apart. The cubs have spots that disappear when they grow older. They stay with their mother for two years. They live to be ten to twenty years old.

At first people didn't believe that there were Mountain Lions in Manitoba. Then people reported seeing the animal in the province. There were so many recorded sightings in the province that they started to believe them.

The Mountain Lion will eat any animal it can catch. It will eat insects, mice, birds hare and its favorite dish is the mule deer and the white tail deer. It has an average of one deer a month.

I haven't seen a Mountain Lion yet but, it sounds exciting and I would like to see one.

GENERAL IMPRESSION MARK = 11

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	3
3.	Focus or Theme	5
4.	Ideas	6
5.	Choice of Details/Elaboration	5
6.	Sentence Structure	6
7.	Usage	6
8.	Punctuation and Capitalization	5
9.	Spelling	6

SAMPLE 2

The Ostrich

The ostrich is the largest bird living. Very few are living in the wild.

These big birds have very large plumes or feathers. Like all birds they have two legs and two wings. Although they have wings they can't fly, instead they use them for brakes.

The ostrich has only four toes (two on each foot) so it runs instead of fling.

The ostrich eats plant food - seeds, leaves, and fruits.

The ostrich lives in southern Africa and western Asia.

The ostrich runs very fast up from 40 to 60 mph. It can kick very hard with its powerful legs. The egg weighs about three lbs. A chick is as big as a full grown chicken.

GENERAL IMPRESSION MARK = 9

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	4
3.	Focus or Theme	5
4.	Ideas	4
5.	Choice of Details/Elaboration	4
6.	Sentence Structure	5
7.	Usage	5
8.	Punctuation and Capitalization	5
9.	Spelling	5

SAMPLE 3

The Panda

I picked the panda because I love cute animals. Also they look friendly.

The panda is 6 feet from it's head to it's tail. It looks like a giant teddy bear but it is not brown.

It lives in the mountains of China. It is cold & wet up in the mountains. And the snow is still there till May or June.

The panda eats bamboo. Also other things like fish, weeds, flowers, and lots more. YUK!

ZOO KEEPERS say that the female panda is friendlier than the male. Also SCIENTISTS say that pandas are not bears they are a member of the raccoon family!

We will never know all about the pandas. BUT I want to!

GENERAL IMPRESSION MARK = 6

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	3
3.	Focus or Theme	3
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	3
7.	Usage	3
8.	Punctuation and Capitalization	3
9.	Spelling	5

SAMPLE 4

Pigs

In my report is about pig Sometimes pigs eat chop and eggs. And They drink water and milk. They live on a farm. They are pink, white, and black. They have a playinghabbit. And the are fun to play with.

GENERAL IMPRESSION MARK = 2

ANALYTIC SCALE		MARK
1.	Organization and Sequence	1
2.	Word Choice	1
3.	Focus or Theme	1
4.	Ideas	1
5.	Choice of Details/Elaboration	1
6.	Sentence Structure	3
7.	Usage	3
8.	Punctuation and Capitalization	1
9.	Spelling	2